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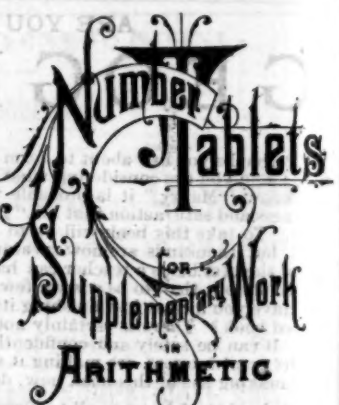
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A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG,
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"IMPROBABLE! IMPOSSIBLE!" were words uttered the other day with much emphatic emphasis by an old-time teacher, after reading the JOURNAL. "It will never be possible to conduct schools on this plan—absurd!"

and he threw down the paper in disgust. Why? Because he had read some things that seemed to him altogether contrary, in his experience to possibility. What were they? Sensible grading on all subjects with reference to capacity and adaptation, rather than on arithmetic alone, without regard to tastes or necessities. Abolition of all marking in any way that will create feelings of envy and personal jealousy, banishment of prizes, excusing pupils for the time from subjects for which they show no capacity, one final examination for teachers on entering the profession and only one, estimating teachers with reference to their power of personal character and ability to control without resorting to harsh measures, banishment of oral spelling. Taking parsing and technical grammar out of a common school course of study and in their place putting composition and language expression. These were our sins. But there was one more, a crowning, unpardonable crime, for which he declares he will never forgive us. It is this: "The teacher, in nine cases out of ten, is responsible when a pupil does not succeed." This was the straw that broke the camel's back. So we stand condemned at the bar of this man's court.

THE common school system is in its infancy. Does it stand to reason that great changes are not to be made in its arrangements? A few years ago it was a crude, unshaped mass, but it has now assumed some symmetry. Shall it stop evolving into a higher stage? Some who are in educational power are crying, "Preserve, conserve; don't shake the system." Does it stand to reason that what yesterday was unformed, and to day is somewhat shapeful, shall not to-morrow be far more beautiful and adapted to the needs of the world? Changes are inevitable, and we ought to be thankful it is so. As we ascend the mountain of knowledge and the horizon broadens, we can see farther, and are better able to judge correctly concerning what ought to be done. We are living only in the twilight of the educational day yet to come.

In a little angle between Broadway and Sixth avenue and Thirty-fifth street stands a life-size monument of William E. Dodge. It is said of him that he was neither a soldier, statesman, poet, nor scientist; but, better than all, he was a clear-headed, earnest, faithful follower of faith, hope, and charity. Whatever trust was committed to him he discharged with fidelity. He began his work as the "boy" in a store. By diligence, fidelity, and application he made his way with slow and toilsome steps to the head of the greatest house, in his branch of business, in the world. Wealth came, but only as he obtained it by strictly following business principles. No one envied him his money, for he did not get the ill-will of his fellow-citizens. The poor man was his friend. He gave largely but discriminatingly. More

than three hundred ministers owe to him, wholly or in part, the means for obtaining an education. Everything he did and said and wrote will bear the light of truth and strict examination. Colored, white, Protestant, and Catholic, rich and poor,—all unite in honoring the memory of the poor boy who became an honest and honored man.

THE following ways of committing educational suicide are the most common:

Teaching without a child knowledge of nature. By so doing, the teacher not only kills his own influence, but destroys the future of many committed to his care. There isn't one teacher in a thousand who ever gets right if he commences wrong. Most teachers at the beginning assume that all children are to be treated alike, when exactly the contrary is the truth. They assign the same lessons to all, and require equal work from all. The so-called dull child is blamed for not doing what he cannot do. Something else would suit him, but the very thing he is expected to do, he cannot do. The teacher assumes that this pupil is dull, or lazy, when the fact is, he is trying to do what he has no capacity for, so, in utter ignorance of the grandest law in the universe—the law of human growth—both teacher and pupil stumble along. The teacher kills his own influence over the pupil; in other words, commits educational suicide.

Hearing recitations instead of teaching. Nothing is more certain to kill mental growth than this, and no phrase is more expressive of the means by which it is done than the one—"hearing a recitation." Such a teacher is frequently heard asking the question, "Have you learned your lesson?" and the direful punishments that have been meted out to unholy delinquents who have failed to do so, would make a whole library of Books of Martyrs. But two ideas ever get into the heads of these hearers of recitations. The first one is the book, and the second one is—it is my duty to make my pupils learn it. For why was it written? To them the mind is a corn crib, designed to be filled. They consider a course of study intended to "store the mind with useful knowledge" against time of need. It will be handy to have some day. The idea of developing the mind into power able to grapple and solve the questions and problems of life has never so much as occurred to them. Concerning the real nature and work of education they have no conception. So they daily commit educational suicide by going through with forms and ceremonies from which all spirit and power has departed.

Refusing to take good educational papers, and study standard educational books. It is a fact that many teachers think of nothing educational outside their text-books. If the catalogue of teachers who take no respectable educational paper should be published, it would astonish the world.

STRENGTH for to-day is all that we need,
As there never will be a to-morrow;
For to-morrow will prove but another to-day,
With measure of joy and sorrow.

The true teacher respects people and pupils for what they are, not for what they wear.

No teacher can teach what he does not feel, not even the cube root or the quadratic equations.

QUEEN Caroline Matilda of Denmark wrote on her window with a diamond in the castle of Freudsborg, the words; "Oh keep me innocent; make others great."

THE Andes N. Y. Recorder recently said:

To-day boys and girls with an imperfect education and still less judgement are licensed to "fool" with the plastic minds of the rising generation. When we take the School Commissioner to task the answer is that trustees ask, "How cheap can we get teachers?"

It is not enough for the state to say to children: "You may go to school if you want to." It must say to them: "You must go to school whether you want to or not;" and then it must say to teachers: "You must teach in such a manner that your pupils will want to go to school."

ANGER, with no sin, can be exercised against hypocritical pretence, professing what it knows it does not possess.

If a rich man's children are to be taught differently from a poor man's, then the public system of free education is a failure.

The Connecticut State Teachers' Association, at its meeting October 29-31, discussed the following subjects, viz., "Importance of the High School in a Public School System;" "Methods in Rhetorical Work;" "On what conditions shall Pupils be allowed to take a Partial Course?" "What constitutes a good School?" "Educational Principles in Teaching Music;" "The Law of Proportion in Teaching;" "Advanced Reading;" "Language;" "Methods in Arithmetic;" "Confidence of the Public in the Common School System." The association was divided into high school, grammar, and primary sections.

DR. CALKINS, President of The National Association, wants twenty-five copies of the volume of proceedings of the association for 1883, in order to complete sets already sold. He says he will send the volume for 1884, or he will pay in cash \$1.00 on its delivery by mail to him. Dr. Calkins' address is 124 East 80th street, New York city.

It is an alarming fact that in England, out of nearly 600 graduates of a well-known ladies' college, scarcely one-third have entered the holy estate of matrimony. This is surely interesting news to women.

A MR. JOHN JACKSON, of Belfast, Ireland, has written a new work on Arithmetic, one of the features of which is the substitution of a "Rule of Complementary or Incremental Addition," for the rule of subtraction. It seems hard that our old friend, subtraction, should be abolished, but, as Mr. Jackson promises that his new rule will secure a saving of about 50 per cent. in figures in all the rules, his suggestion will, no doubt, receive, as it deserves, attention. This is the newest educational invention over the ocean.

REV. DR. JEFFERS in an address before the Pa State Teachers' Association says:

"If a pupil comes up to class with a poorly prepared lesson, he is instructed to go over it again. 'Why do you repeat that sentence twenty times to John,' said Wesley's father to the boy's mother, when he had become impatient listening to the effort to teach the young reformer his lesson. 'Because nineteen times are not enough,' answered the persevering mother. Her zeal was commendable, but a little more tact or knowledge of the science of mind would have lessened her labors and increased the result."

THE question of punishment in schools is frequently coming to the front. There are teachers who are constantly asking how they can punish small boys and small girls for small offences. They never exactly settle the question to their own satisfaction. But this is not so difficult to tell as what ought not to be done. We have an example of a little girl in England, four years old, who talked at prayer time, and was locked up in a dish-cupboard and forgotten for many hours. The janitor accidentally found her in a "stiff and suffering condition." This was done at the Walsall Board School, and it seems to have been a mere chance that Letitia Bird, the child in question, was not left all night long in the black and narrow hole, and to the bodily pain and mental torture thereto appertaining. The *Globe* says:

"People who can remember their own childhood will realize what such a punishment means. Apparently the mistress who inflicted the punishment, and the assistant mistress who permitted it, had forgotten theirs, and for that lapse of memory have been respectively dismissed and called upon to resign by the Board. A greater piece of cruelty for slighter cause has not often been heard of in the chronicles of schools; and it confirms the view that under no circumstances whatever should physical punishment be inflicted except judicially and by order of the highest authority. For chattering at a wrong time, as is the not very unpardonable habit of five years old, the mind of Letitia Bird might have been unhinged for the rest of her days; and it can only be hoped that it is really but a case of what might have been."

PROF. H. E. HOLT, teacher of music in the Boston schools, says that it has been abundantly shown that from ten to fifteen minutes judiciously devoted to music each day will enable our pupils to acquire during school life the ability to read music at sight as intelligently as they read an English author. It has also been shown that music has a DISCIPLINARY VALUE equal to that of ANY BRANCH TAUGHT IN OUR COMMON SCHOOLS. It remains then for teachers to say whether their pupils shall have the inestimable advantages of a musical education.

A SERIES of articles which the editors of the JOURNAL considered very valuable was discontinued some time ago, because they seemed to meet with no response from its readers. Other features of the paper were frequently commended in the letters received, but this was not, so it was inferred that something else might be more acceptable. Now a subscriber writes wishing them continued. This is what we would like more of our readers to do. If you don't like a thing say so, or show us how it can be improved; if you do like it, let us know that, and also what use you make of it. This will assist us in keeping the JOURNAL in the channel of the greatest utility.

THURSDAY, October 20, was named by State Superintendent Higbee, of Pa., as school Arbor Day for this year, when trees, shrubs, vines, etc., should be planted by schools upon their school grounds, under the general direction of boards of directors, superintendents, and teachers. This is excellent. Such work is not for to-day, or even for a year, but for the pleasure and wealth of generations yet unborn. It is the poorest economy in all the world for one generation to rob the next of wood, shade, beauty, and moisture. Let every man plant trees on his farm, every school around its buildings, every church in its inclosure, and every city and town by all public roads, and in all squares and parks, so shall the nakedness of the land be covered and abundance of water, pure air, and beauty bless the generations of man.

THE Pennsylvania school law in reference to the length of a school month, and keeping school open during the sessions of a county institute, is quite definite. It declares that "a common school month shall consist of twenty days actual teaching, and no school shall be kept open in any district for the purpose of ordinary instruction on any Saturday, or on any legal holiday, or in any county during

the time of holding the annual county institute therein."

This is good, but not quite as liberal as some states, where it is provided that when a school is in session, and is closed because an institute is in session, the teacher shall be paid the same as when teaching, for the time she is in actual attendance.

It is a little singular how the world sticks to the old ways of doing things. An example of this is afforded in the manner of preparing physicians' prescriptions. A writer says:

"They are written in Latin, or supposed so to be, with prefixes and terminals, marks, signs and hieroglyphics, in the new or the old nomenclature, and in all the various known and unknown styles of chirography. Were such writing sent to an editor, he would immediately consign it to the waste-basket. But the boy is waiting, the sick are waiting, half a dozen customers are waiting, the prescription must be deciphered and filled, however great the indignation of the pharmacist may be at the carelessness of the writer or recklessness of the prescription. Is it to be wondered that the trepidation of the clerk and his liability to mistake between morphine, quinine, and strychnine, and other 'ines,' to put in the one for the other, and to forget that while five grains of the one may be reasonable, five of the other is fatal?"

This is one of the relics of a past age only worthy of being consigned to a richly-merited oblivion. There is no more reason why a doctor's prescriptions to a druggist should be written in Latin than a lawyer's briefs.

CONCERNING the study of Greek and Latin, Professor Blackie, of Scotland, says that he does not think their study ought to occupy so prominent a place as it does in the program of our educational establishments. Our native stores of literature and science are so rich and various that it seems plainly a waste of time to be acquiring a double vocabulary for things which, with the nomenclature of the mother tongue, are so numerous as to overmaster the normal power of acquisition.

EDUCATION OUGHT NOT TO CONSIST IN ANY SORT OF BOOKISH INDOCTRINATION,

But rather in the exercise of living functions, such as are implied in the dexterous exercise of the senses; that is to say,

THE FACULTIES THROUGH THE SENSES SHOULD BE TRAINED TO ACT ON OBJECTS RATHER THAN ON WORDS, AND TO REJOICE MORE IN WHAT THEY ARE ABLE TO PERFORM THAN IN WHAT THEY ARE TAUGHT TO KNOW.

If the acquisition of any language other than the mother tongue is to form a part of the common school curriculum, no more than one such language should be taught, and taught thoroughly, and that the choice of the language, whether ancient or modern Greek or Latin, German or French, should depend on local circumstances or personal distinction.

Of course nothing in the above remark is intended in any way to depreciate the high value of a complete classical culture to those who have leisure and capacity to undertake it.

Taking the pure Greek literature and the literature of the Christian Religion and the Christian Church together, I know no literature, ancient or modern, which can be placed, in view of the highest culture, on a platform equal to Greek. Even English, with Shakespeare, and Bacon, and Walter Scott, cannot in all its bearings be considered as outweighing Greek.

But as an engine of high culture for the generality of well-educated gentlemen, Greek can no longer claim the same place that it did in the time of Queen Elizabeth; partly because what Greek gave to the great mass of cultivated minds in those days can now be had from more accessible quarters; partly because new quarries of culture have since been opened up which have a preferable claim on the advanced intelligence of the Nineteenth Century.

THE horrible sins committed by the "learned" and aristocratic classes in England have astonished

the world. Concerning them the *Popular Science Monthly* says.

"These men have passed through public schools, perchance through universities; some are said to be doctors of medicine; others to be eminent at the bar or on the bench; and some even to wear the livery of the Church. In what shape can life have been presented to such men? What sense can they ever have gained of the organic unity of society? What respect can they ever have been taught for the temple of their bodies, or for the cardinal institutes of nature and of society? What regard for others can ever have been inculcated upon them when they think that money can atone for the utter degradation of a fellow-creature? Surely it is time to cry aloud and spare not, when men can pass for 'educated' to whom the very elements of a true science of life are unknown, and who, with all their literary, professional, and social acquirements, are willing to descend in their daily practice to the lowest depths of infamy. Think of the two things—'education' and brutal, merciless vice—going hand in hand? Alas! it is not education; it is that wretched, sophistical veneering of accomplishments which usurps the name of education. It may embrace—in the case of medical men must embrace—a certain amount of scientific instruction; but what it lacks is the true scientific grasp of life as a whole.

THE government is not just in its methods of rewarding its servants. The *Schoolmaster*, London, forcibly says:

"High life and humble life have their contrasts in many ways, and in none are the anomalies of existence more remarkable than in the way of pensions which are conferred as the rewards of service to the State. The most recent example has arisen in Ireland. Mr. Naish was lately appointed Irish Lord Chancellor, but, by the sudden change in the political world, he has to retire after occupying his office for three weeks. He carries with him a life pension of £3,500 a year as the reward of his brief tenure of office! A teacher—as able, as conscientious, as faithful in his service as the retiring Lord Chancellor—devotes thirty or forty years to the noble task of teaching under Government control, and when feeble health or the decay of old age unfits him for the active duties of the school, he has the chance of a scramble for a pauper's dole. There are some things in the monetary arrangements of the country which need revision, and this is, most decidedly, one of them."

It seems to us strange that the question of making the public school free should be under discussion in a civilized country. Yet it is a fact that just now England is deliberating whether it is best to free her schools from the obnoxious rate bill tax. It is urged that it is demoralizing and pauperizing for a parent to receive free tuition for his children, and that it is unjust to those who have no children of their own. It is very evident that if attendance at school is compulsory, admission to school should be free. The London School Board has been trying the difficult problem of compelling attendance and charging for tuition, and it doesn't work well at all. It is found that the conditions at home, and the character of the parents must be changed before rate bills can be collected. Drunkenness, improvidence, and vice demoralize London poor, and it is often impossible to collect the fees. The board says that the parent must send his children to school, and also must pay for their tuition. The child goes, but the parent doesn't pay. Even the small amount of 1d. per week cannot be collected. The only possible way out of the difficulty is to make the schools absolutely free to all, and then enforce attendance. Make the schools so good that all, even the rich, will be glad to avail themselves of their advantages, and tax everybody for their support. A public school should be the very best school possible to organize and sustain in a country. There should be no excuse for private schools where public schools are supported by universal taxation.

"PAYMENT by results" is at present the most common educational phrase in England. It means that the school that gets the highest marks and makes the most promotions receives the most money. The effect is to encourage the worst kind

of cramming, for the salaries of the teachers depend upon the number of technical questions that are correctly answered. The so-called "thoroughness" of the English School Board schools means unlimited cramming for examination. The London *Schoolmaster* emphatically says that:

"The system of payment by results, in its application to these schools, is such as to render the lives of their teachers one long-continued burden, with a terrible loss to the higher educational results, without one redeeming feature to commend itself to those who are outside the official ring."

Another deplorable result reached by this most unnatural system is that large schools improve at the expense of the smaller ones. They command more money, employ better teachers, and insure more rapid progress. The smaller schools from lack of funds employ poorer teachers, and have no prospect of being able to make themselves better.

It is a disgrace to the intelligence of both the English and American people that they cannot command more common sense in the management of their school affairs. They start on a foolish system, and then stubbornly stick to it, even though it is proven over and over again to be impracticable and wasteful. In this country we stick to the plan of electing politicians as school superintendents, and rotate excellent county and town officers out of work as soon as the political complexion of the voting district changes. We could name many most successful county superintendents who have been summarily turned out of office for no crime except having political opinions and moderately expressing them. It is to be hoped that the coming generation will have more wisdom

THE HYGIENIC CONSTRUCTION OF THE BRIDGEPORT HIGH SCHOOL BUILDING.

By WARREN R. BRIGGS, Architect, Bridgeport, Ct.

I.

In no department of public or private works is there such vital necessity for a perfect system of hygiene, as in the planning, construction, drainage and ventilation of our school buildings. At no time in our lives are we so susceptible to disease as in our school days. The rapid growth of the child; the mental strain that our forcing system of education requires, and the bad sanitary condition of many homes, all tend to weaken the constitution at this period, and render it particularly liable to the contraction of disease. The necessity of abating, as far as possible, and ultimately exterminating, what is known as preventable disease, has become of paramount importance. The alarming spread of malarial diseases and malignant epidemics among children in various parts of the country is attributed in the majority of cases, to criminal carelessness in sanitary matters. Miserable construction, poor sewerage, bad plumbing, and no system of ventilation, combine to produce among the poor classes hot-beds for the nursing of the germs of pestilential disease, that are then conveyed by the children to our school houses. Much has been accomplished by our State and local boards of health to remedy this evil, but there still remains a vast amount of work to be done. Stringent legislation is needed in all matters pertaining to building, and proper officers appointed by the Governor to see that the laws are enforced. When this is done we may hope to see the erection of the miserable shams, that greedy speculators and unscrupulous landlords now burden us with, stopped. So long as they enjoy the license which the present laws allow them, we can hope for no improvement.

The school-house where the child spends from four to six hours each day, demands our direct attention. The majority of the pupils in our public schools come from the poorer classes, and are, as a rule, none too cleanly in their personal habits; coming from homes which have none of the luxuries and barely the necessities of life, they are in no condition to be subjected to either excessive heat or extreme cold. Foul air and poor ventilation they have in plenty at their homes, and we

should endeavor in the school-room to supply them with pure air, uniform temperature, plenty of sunlight, cheerfulness, refinement and comfort; our buildings should be so planned as to combine all of these requirements.

Dr. Lincoln, in his admirable paper recently published in *Buck's Hygiene*, has plainly told us what a school building should be, and the writer has endeavored, as far as lay in his power, to produce a building that shall be a model of its kind. He has not only labored long and faithfully himself, but has consulted the leading experts of the country in regard to the heating, ventilation, and general sanitary arrangements of the building, and has always received from them their hearty approval, coupled with the remark: "We have frequently called the attention of the public in our articles to what a building should be, and we are glad to see at last a building planned in accordance with our views."

The building is situated almost in the geographical center of the city, far removed from all noise, dust, or odors arising from factories, stables, or the like, having no large buildings or trees to shadow it, and standing within a few feet of the highest ground within the city limits, thus are secured unexceptional facilities for the disposal of sewerage, there being a twelve inch main running down the hill in the center of both streets; in these streets the fall is very rapid, between four and six feet in every hundred. It has a southwesterly exposure, which arrangement secures in every room in the building, during a portion of the day, sunlight in abundant quantities.

The building is of three stories, viz., the ground floor, first story and second story. It contains a total of fourteen school and recitation rooms, a chemical laboratory, reception room, office, library, janitor's room, work and boiler room, beside the water closets.

The height of all rooms in the building, with the exception of the High School-room, is 13.0", the High School-room having a height of 28.0" in center, and 21.0" on the sides.

The writer does not consider it necessary to go into a detailed explanation of each floor-plan, but will simply call attention to some of the novel features and general construction of the building. The plans themselves illustrate sufficiently the general position and arrangement of rooms and halls.

The ground floor is located two steps, or about fifteen inches, below the grade of the lot. This, under ordinary circumstances, would be considered an objection, on the plea of dampness, but the floor and side walls have been so carefully prepared that the rooms situated on this floor are expected to be the driest in the building.

In the first place, the ground itself is unusually free from dampness; ample provision has, however, been made for the removal of all surface water by the introduction of six inch drain pipes, laid with open joints, in trenches filled with loose stones, the stone covering the top of the pipe a few inches. These pipes run all around the building, just outside of the foundation wall, and are then carried to the manholes, where they are connected with the main sewer above the running trap.

The ground under the floor of the school rooms situated on the ground floor is first cemented 2½ inches with the best Rosendale cement, and then covered with two coats of asphaltum. This asphalt is put on hot, and not only covers the entire bottom, but runs up on all outside and inside walls to the height of the copings, and is then carried across the top of all interior and exterior walls, forming an impenetrable protection against dampness. Not only is the ground floor and the walls to the height of the coping treated in this manner, but all outside walls in the building—they are all coated to their full height and width with two coats before they are furled. This I believe to be a more perfect safeguard against dampness than the common hollow wall.

(TO CONTINUE.)

THE SCHOOL-ROOM.

METHODS OF TEACHING.

THEIR USES AND ABUSES.

By N. A. CALKINS, Asst. Supt., N. Y. City.

(Editorial notes of a lecture delivered before the Primary Teachers' Association, N. Y. City, Oct. 19, 1885.)

Since the term "Method of Teaching" conveys many differing ideas to different teachers, it is necessary at the outset to consider what is meant by the term, that we may have a common understanding of that about which I am to speak.

Methods of Teaching are divided into two classes—*analytic* and *synthetic*. By the *analytic method* the pupil's attention is first directed to the object, or the subject matter as a whole, and then to its several parts; after viewing it as a whole, it is taken to pieces, and each part carefully examined and the facts observed are noticed. This process is also called the *deductive method*.

By the *synthetic method* the pupil's attention is first directed to the parts of the object, or the subject matter, and then the parts are put together, and the result noticed. This process is also called the *inductive method*. By this method we proceed from the particulars to the general. By the *analytic method* we proceed from the whole to the particulars. Since neither of these methods is completely adopted to all subjects of instruction, it must be evident that no plan of teaching, which is limited to either of them, can be generally successful. Hence an attempt to make all modes of teaching conform to either one of these methods would be an abuse of that method.

In the common use of the term *METHOD OF TEACHING* very little consideration is given to either of the classes already mentioned; the term is often applied without understanding its meaning, and the result is, a slight change in the mode of teaching is called a *method*. A *mode* of teaching signifies a way of teaching, which way may be either with or without method. A *method of teaching* implies an orderly use of *modes* of teaching to meet the condition of the learner. A *system of education* implies more than methods—it includes means and methods adapted to the conditions of many schools.

There should be *method* in all the work of the teacher. All teaching should be *methodical*, but not *mechanical*.

Good methods of teaching are based on the conditions of mental growth. This depends upon proper mental activity. The action and reaction between external stimulants, which are material objects and acts, and the mind's inherent powers, constitute the processes of natural mental activity.

The mental activity produced by the influence of things upon mind, and of mind upon things, educates the mind thus made active.

There can be no learning without mental activity of the learner. Hence methods of teaching, to be worthy the name of good methods, must make the pupils active doers, not passive receivers.

Good methods of teaching must harmonize with the natural modes of learning the subject. Let us apply this to *color*.

The ability to perceive resemblances and distinguish differences in *colors*, cannot be taught by repeating facts, or formal statements about colors—the learner must *see* them, and learn their resemblances and differences, by comparing and matching the colors. All modes of teaching color which lead to the attainment of these results belong to good methods.

Even good methods lose their educational power and value when the teacher neglects to imbue them with the realities of the subject. A good method of teaching leads the pupils to make the lessons a real experience with the objects of which it treats. It makes the school a place where the child comes in contact with realities, such as appeal to his senses when out of school, whether among the productions of nature, or the works of art.

It is well here to look for a moment at two leading purposes of good teaching—the development of

powers of mind, and the acquisition of knowledge.

The first purpose should be the leading one with primary teachers. But the right use of methods of teaching will keep the two purposes in view in connection with each subject of instruction. Abuses of methods commonly neglect the first purpose—development.

In view of the foregoing statements let us examine a few methods of teaching, consider their adaptation to natural mental activity in the pupils, and the manner of using them.

OBJECT LESSONS.

The first purpose of object lessons is to secure the power of acting and seeing correctly. Their second, is to impart knowledge. The method is first analytic, or from the wholes to the parts. Use solids and forms as wholes, analyze, deduce facts, and compare the forms of other objects with them. After this the synthetic method may be used. Lead to perceptions of similar qualities in several objects; then to important qualities in same object; then to the uses of the object because of its qualities—compare qualities of objects—extend the pupil's observation to his experiences outside of school.

A good method aims at far more than imparting a knowledge of facts; it cultivates attention, observation, the power of discrimination, and enlarges the power of the mind to think. A lesson on form is not for the chief purpose of giving a knowledge of form. It is more.

Science belongs to the higher grades; the elements of science belong to the primary grades.

The prominent abuses of object lessons are, too much talking by the teacher, and too little attention and experience with objects by the pupils.

METHODS IN ARITHMETIC.

Many teachers in their methods in *arithmetic* continue the use of objects too long before learning to use figures—the symbols of numbers. Another error consists in beginning the science of arithmetic too soon. The first work of a teacher of *number* is to ascertain how far the child's knowledge of this property of things already extends; i. e., how far he can count and form objects into groups, and distinguish the groups as numbers. Next, the teacher should ascertain whether the child knows *figures* as the symbols of the groups that he can readily perceive. By these means the starting point for beginning the teaching may be ascertained.

The assumption that *children have no perceptions of number* when they enter school, and therefore that they should be subjected to a *long series of manual exercises* for developing these perceptions by means of *counting objects, adding objects, subtracting objects, multiplying objects, and dividing objects*, that represent numbers below ten, "without the least use of written signs or abstract numbers." *These exercises are to be continued thus during the entire first year in school*; and "If number to ten has not been thus learned thoroughly before the end of this year, postpone the use of figures to the next year."

The Grube method is an instance, as many use it, of continuing the use of objects too long before symbols are taught. This method leads pupils to dwell too long upon what most pupils know when they enter school. Besides the *mixing of all the possible operations in the use of numbers by means of objects*, with the exercises for perceiving numbers, tends to weaken rather than strengthen the mental powers.

It is claimed that this process of teaching number will secure *thoroughness* to the young pupil. Thoroughness is not a characteristic of childhood, nor of the mode of mental development in the child. Nature does not teach all there is to be known about each single thing, by itself, before she allows her pupil to attend to any other thing. She requires her pupil to see clearly and thoughtfully, in order to *know*, but she allows the *seeing* to be occupied with different things in succession.

READING.

In reading, good methods are abused by giving

too much attention to words, and definitions, also by teaching chiefly by imitation. The use of a good method in teaching reading is to lead pupils to discover the thoughts represented, then to utter them correctly, the discovery of the meaning of words belongs to the process or method for discovering the thoughts of the lesson. Silent reading is very useful when properly conducted.

ORIGINAL WAYS OF DOING.

Some time ago I heard a teacher give a good lesson. After she was through, without telling her what I thought of her work, I said, "Did you ever see any one give this lesson?" "No, sir." "Did you ever read a lesson like this?" "Some time ago," she said, "I heard a lecture in which methods of teaching this subject were described, and the teachers were urged to devise similar methods for themselves. I took the hint and have done the best I could." "You have done well," was the commendatory reply.

The teaching of phonics is often abused by requiring pupils to give sounds with no reference to their use in words. The teacher often says, "Give the second sound of a," or "Give all the vowel sounds," with no application to words. This is wrong.

I HEARD a lesson given in which the teacher was developing natural expression. She said to one pupil: "Do what this sentence tells you," at the same time pointing at the sentence on the blackboard, which read: "Ring the bell."

The pupil came to the table and rang the bell. Pointing to another sentence, she said: "Do what this tells you." The boy came, took a top from the table and made it spin on the floor.

Pointing to another sentence: "Take this ribbon to John," she said: "Mary do what this says." Mary came, took the ribbon from the desk and gave it to John.

In this way the children were taught to read thoughts silently. In reviewing the lessons on the board, I found no sing-song, unnatural tones, but natural expressions like good talking.

A successful teacher must be able to so modify methods of teaching as to fit them to the conditions and peculiarities of her own pupils. A mere imitator cannot be a successful teacher. You can teach in conformity with instructions given, and make your work more successful by slight modifications necessary for adaptation for your class, and yet follow the spirit of your instructions.

For the SCHOOL JOURNAL.

GEOGRAPHICAL APPARATUS.

I.

By CHAS. F. KING, Lewis School, Boston.

A lesson given at the National School of Methods, Saratoga Springs, N. Y., July 28, 1885, and reported for the SCHOOL JOURNAL.

No more useful apparatus can be found in the school-room than the blackboard. As it should be constantly used by the teacher and pupils, plenty of blackboard surface should be supplied, and this should be in all cases of the best quality. The best blackboard thus far examined is the kind shown you in this specimen called "The Crystal Blackboard," manufactured and sold by J. L. Houmelt, 24 Cornhill, Boston. This blackboard is made of ground glass, painted on the back so it will never get out of repair or wear out. It is superior to slate, because it does not change its color. With enamel crayons a person can shade on this blackboard as readily as with a good pen. The blackboard can be washed at any time without injury. The best white enamel crayon for softness and freedom from grit is the Parmenter enamel crayon, made in Waltham, Mass. The best colored enamel crayon is the New York Crayon Co.'s. The enamel crayon should come into immediate use, because its introduction will lead to a much greater use of the chalk, especially the colored variety. The great objection to the use of colored crayon has been its dirtiness; but when a teacher can hold a colored enamel crayon in the hand all day, and not soil her fingers at all, she will be likely to use it for a great variety of purposes.

It is very frequently convenient to have a special blackboard for use in geography, on which the simplest outlines of the grand divisions may be drawn in permanent lines, representing the countries large enough for writing within, in their proper places, the names of prominent towns, of productions, natural divisions, facts about climate, etc. Prof. Adams, of Worcester, accomplishes this by having the outlines of the map painted, in old-gold color, on the regular blackboard, or on extra movable blackboards, which can be readily hung over the other boards. The surface of the blackboard possible in a room is thus greatly enlarged. Those who cannot afford these will find a very good substitute in these cloth blackboards, which have the advantage of being more easily handled. The material of which this board is made consists of strong cloth covered with liquid slating such as is usually placed on plaster blackboards. This material is sold with this slate preparation on one side for 60c. per square yard; on both sides for \$1.00 per square yard. They are sold, all mounted in Boston, at the School Supply Company, 15 Bromfield street. This size, which answers well for North and South America or Africa, costs \$1.50. The blackboard, of course, is, when purchased, a blank.

The outlines of this country can be easily made upon it by tracing them with Sheford's stencil maps, and then paint them over with some bright color, in oil. One or two rivers and a chain of mountains may be added, and the map is finished. This map of Europe on one side, and South America on the other, has just been made for me by one of my boys, a lad fifteen years old. If a youth of that age can make so good an outline map, it would seem that any teacher present could easily make one for use next year. These maps wear well and are in constant service. They are useful for the teacher to impart information and also in giving variety to the recitation. Pupils can be sent to the map to locate and express in writing or by marks, various matters of information. In our school these maps are used more constantly and profitably than any other piece of geographical apparatus.

One of the best recitations I ever heard in the geography of the United States was given in Mr. Lyford's school, Worcester Mass., the pupils indicating upon a similar map, in various ways, their answers. It was astonishing how much they could express upon the board in less than a minute.

(TO BE CONTINUED.)

GENERAL INFORMATION QUESTIONS.

By DR. JOHN B. PEASLEE, Supt. Schools, Cincinnati.

1. What is meant by petroleum? Why so called?
2. What is whalebone? Where obtained?
3. What is meant by C. O. D.?
4. Where are pearls found? How obtained?
5. How and where do peanuts grow?
6. Who are our antipodes?
7. What is meant by gratis?
8. Can there be five Sundays in February? If so, when?
9. Is there lead in lead pencils? If not, what is it?
10. What is cork? Where and how obtained?
11. What and where is the Dead Letter Office?
12. What is an anniversary? Why so called?
13. Of What is Santa Claus a contraction?
14. What is the census? When was the last census taken?
15. When is a person said to be of age? When in his teens?
16. What is the difference between a *minor* and a *minor*?
17. What is a geyser? Where found?
18. What is meant by cremation?
19. Define autograph. Why so called?
20. What is an eclipse?
21. What is the point in the sky directly overhead called?
22. What is the point in the heavens directly beneath us called?

23. Which is the Buckeye State? The Hoosier State? The Empire State? The Badger State? The Key-Stone State? The Granite State? The Bay State? The Peninsular State? The Centennial State?

24. Which is the Emerald Isle? Why so?

25. How many times does the heart beat in a minute?

26. How many stripes has our flag? Why?

27. What capital cities of the United States are named after presidents?

28. Why is the alphabet so called?

29. What is the "Milky Way"?

30. What is the difference in meaning between the prefixes *bi* and *semi*? Explain bi-weekly, semi-weekly; bi-monthly, semi-monthly.

31. Why is glass used to fasten telegraph wires to the poles?

32. Why is September so called? October? November? December?

33. How can you make a pendulum beat faster?

34. What is a hermit? What is a mummy?

35. Who invented the cotton gin? What is its use?

36. Explain the expression, "From alpha to omega."

37. What two meanings has the word pupil?

38. What is meant by color-blindness?

39. What makes the sound in a piano? An organ? A violin? A flute?

40. How long since lucifer matches were first used?

41. What was formerly used in place of lucifer matches?

42. What city of Europe was once destroyed by an earthquake? When?

43. What is the young of the sheep called. Of the lion? Bear? Goat? Eagle? Horse? Goose? Swan? Duck? Cat? Dog? Frog?

44. What is the Atlantic Cable?

45. What is meant by capital punishment?

46. Who invented the lightning rod?

47. Where is the largest bell in the world? Tell all you know about it.

48. What does the Indian call his child? his tent? his boat? his hatchet? his pipe? his shoes? his money?

49. What is a century? In which century do we live? From what time is it reckoned?

50. Has a cow upper front teeth? Has a sheep? Has a goat?

51. How is the age of a deer determined? Of a horse? Of a tree?

52. What is the color of the ruby? the sapphire? the amethyst? the topaz? the garnet? the turquoise? the pearl?

53. What is a crescent? Of what nation is it the emblem?

54. What is a naval academy? Where is there one?

55. What does the word Ohio mean? Mississippi?

56. Who made the first voyage around the world?

57. What is the difference between an oculist and an optician?

58. What is the meaning of anonymous? How is the word abbreviated?

59. Explain the following terms: solar, lunar, stellar, terrestrial, celestial.

60. Explain majority, minority, quorum, maximum, minimum.

61. What is the maximum weight of a letter, for which single postage is paid?

62. What is the maximum number of words for an ordinary telegram?

63. What is the ruler of Japan called? Of Persia? Of Turkey? Of Russia?

64. What is a silhouette?

65. What is a benediction? Why so called?

66. Why do we feel no pain in cutting our hair or nails?

67. What is a mosaic? What is a cameo?

68. What nation first used our arithmetical figures?

69. Where does each day begin?

70. At what age will a child born on the 29th day February, 1896, see the first return of its birthday?

61. Why does it take eight shoes to shoe an ox?

62. Of what use is a thermometer? a barometer? a weather vane?

63. Why do we not see the stars in the day time?

64. What is the difference between a village and a city?

65. Can a blind person read? If so, by what means?

66. What do people use for fuel? For lights?

HOW THE DOGS BARKED.

[A LESSON IN MORALS TO BE READ TO THE SCHOOL.]

A crowd of newsboys rushed from the publishing office with their arms filled with newspapers wet from the press. The thin, worn, sunken face of one of them shows a hungry body; his dark, deep set, pleading, intelligent eyes indicate a hungry mind. On a closer acquaintance it was noticed that he was very honest, and extremely obliging, always ready to do a good turn for any one. It was also noticed that when he had served his customers from his papers, and naught occurred for him to do, he would be engaged in reading from his own stock. He began with the amusing trials in the police court of justice, and so upward to the lawyers' speeches in the higher courts of justice. Instead of running the streets with other boys of his class and age as a place of refuge from his miserable home, he found a wonderful interest in the most exciting political campaign of the age, and read all the speeches relating to it. He was now thoroughly awake, attended evening school, studied all the hours of leisure between his daily avocations. Soon he began to have high aspirations. Could he not do what others had done? He determined that he would have an education. It is impossible to tell all the difficulties he encountered, nor how loudly and terribly the barking of the dogs sounded in his ears. But he let them bark, and in the course of years so far accomplished his object as to enter college. Here the dogs began to bark again; the dog of pride growled at him, the dog of contempt howled at him, the sneering dog of ridicule barked very loudly, but like the train he went onward, onward, until he had accomplished his purpose, and their barking, growling, and howling was forever stopped by his graduating with all the honors of his class. He now turned his attention towards the law, and with similar success. Now at the top of his profession, he sits the learned and able Judge of the Supreme Court, having, like the train, passed deserts, mountains, cataracts and rivers all undisturbed by barking curs.

A street boy had his boot-blackening apparatus in front of one of the largest mercantile houses in the city. It was noticed by the clerks in that establishment that he was prompt, honest, faithful and obliging, and a good workman in his line, and so it came to pass that he received their entire patronage. And he was so much liked by all, that in time, in case of an emergency, or in days of extra work, the little boot-black was called in the great establishment to lend a helping hand. Here he brought the same qualities into requisition that had made his reputation as a boot-black. It was also noticed that while other boys were at play, he would spend his few moments of leisure in polishing-up and setting things to rights; and the great establishment began to need the services of the little boot-black, and the firm found a place for him. Now the dogs began to bark. The dog of arrogance growled in his kennel at the little boot-black; the dogs of contempt, scorn, and disdain howled loudly that he should be in the employ of the largest mercantile firm of the city. The sneering dog of ridicule yelped at him, and the dogs of defamation and calumny barked at him. But he also, like the train, let them bark, and quietly pursued his course. Amid the howlings and barkings of the curs, he was advanced from post to post, and finally, in course of years, was considered the man for the most advanced position of honor and trust in the counting-room.

And now a different set of dogs began to bark. The wanton dog of pleasure howled for the dissipations of life. The fraudulent dog of dishonesty barked loudly for speculations in Wall street. The mean, sordid cur yelped for artifices for self-advantage. But he let them howl, bark and growl, while he pursued the tenor of his way. Now he was a member of the firm, the rich and prosperous merchant, the excellent citizen, the Christian philanthropist.

Scrofula, salt rheum, all humors, boils, pimples, and diseases of the blood, general debility, dyspepsia, biliousness, sick headache, kidney and liver complaint, catarrh and rheumatism, are cured by Hood's Sarsaparilla. Take it now. 100 Doses One Dollar.

TABLE TALK.

Supt. J. C. Hamlin of Humbolt, Kansas, says: "It has occurred to me that the description of a simple copying machine might be beneficial to many co-laborers who want to preserve copies of their letters, and have no copying press, no room for one and no time to waste in writing duplicates.

MATERIALS: A piece of oiled paper a little larger than the size of writing paper you use; a round stick twelve inches long, and 1½ to 1 inch in diameter, (a piece of broom stick serves my purpose); some ordinary impression paper; a bottle of any kind of copying ink—Sanford's is best.

OPERATION: After writing your letter, lay a sheet of impression paper on the oiled paper and dampen with a brush or sponge. Turn over on a blotter and pass the roller over it a few times. Lay written page upon the damp surface, face down, roll the whole upon the stick and twist around in the hands for a moment. On removing the copy it will be found as perfect (by practice) as if taken by a costly press; and then the apparatus is as convenient as any one could wish for. This enables any one to keep files of all business or other important letters, the advantage of which no teacher need be told.

Here is a little scrap from a Colorado teacher, who is a widow with three children to support out of her salary—a boy of fourteen in College, a boy of twelve in the high school, and a girl of eight rapidly advancing. She says:

"We pride ourselves in keeping abreast of the times. Our yearly Institute is to teachers what a camp meeting is to Christians—awakening, refreshing, invigorating, and filling us so full of good things that we are quite impatient for school to begin, that we may impart these bright thoughts and try new methods.

READING CIRCLES.

The success with which the Illinois Teachers' Reading Circle is meeting, is surely evidence that the spirit of progress prevails among Illinois teachers. It contradicts the oft-made statement that teachers know nothing, or care for nothing, outside the treadmill routine of daily work. Scarcely a county in the state but what has caught the spirit. Two of the counties claim a membership of 150 each. May the good work go on.—*Our Country and Village Schools, Ill.*

The Nebraska Reading Circle has adopted for the first year's reading: Professional—Page's "Theory and Practice of Teaching," History: Barnes' "General History," to page 312. Prof. Howard suggests for collateral reading for those who have the time and disposition, Freeman's "General Sketch," "Epochs of Ancient History Series," and "Epochs of Modern History Series." Each series consists of several distinct works. Cost, \$1.00 per volume. Science: "The Essentials of Botany," by Charles E. Bessey. General Literature: suggested by the Board of Control, but not required in the pledge: Swinton's "Studies in English Literature"; "The Princess," by Tennyson.

Course of reading adapted for Pennsylvania Teachers' Reading Circle is as follows: Elementary Course—First Year—1. School Management, Raub; 2. Methods of Teaching, Wickersham, Brooks, or Raub; 3. Physiology and Hygiene, any good book; 4. Outline Study of Man, Hopkins; optional, recommended, Pestalozzi's "Leonhard and Gertrude." Advanced Course: First Year—1. Methods of Teaching, Wickersham, Brooks, or Raub; 2. Lectures on the Science and Art of Education, Payne; 3. History of Educational Theories, Browning; 4. History, work not yet selected; optional, recommended, Carpenter's Mental Physiology.

There are some peculiar features in this course which our readers will at once discover for themselves. We may call attention to them in future notes. It is well for prominent (?) educators to have good opinions of their own works, and whenever they have the opportunity, put their own books before the public, for, perhaps, under other circumstances they would never come to light. It will be noticed that the name of an author, who also happens to be his own publisher, appears three times on this program. We will not dispute concerning tastes.

We may, if we try, interest our pupils in the best literature. Children will love good books if they are properly introduced. We can even form circulating libraries in our schools, containing such helpful works as Miss Alcott's "Little Men" and "Little Women," the poems of Longfellow, Whittier, Scott, etc., which will be read, too. This reading may be done in the long evenings.

FOR THE SCHOLARS.

A THANKSGIVING EXERCISE.

PROGRAM.

- I. Singing.
- II. President's Proclamation.
- III. History of Thanksgiving Day.
- IV. Selections.
- V. Singing.

The songs may be selected by the teacher. "My Country 'Tis of Thee," "Harvest Home," and "The Harvest Time is Near," are appropriate. The teacher or a pupil may read the President's proclamation. The "History of Thanksgiving Day" may be declaimed by one of the boys. The selections then follow, the pupils to whom they are given being called by the number of their selection.

I.

THANKSGIVING AMONG THE JEWS.

Three thousand years ago witnessed the Jewish Feast of Tabernacles, with its magnificent rituals, melodious choirs and picturesque festivities. For eight days the people ceased their work to "eat, drink and be merry." During the time millions gathered in and around Jerusalem, for several days living in booths formed of the branches of the olive, pine, myrtle and palm, and decorated with fruits and flowers. Grand public pageants were held, and in addition to these every household had its worship, its sacrifice and its banquet.

II.

THANKSGIVING AMONG THE GREEKS.

The Greeks held the grandest feast of all the year in honor of Demeter, the goddess of the harvest; and the Romans, who borrowed most of their customs from the Grecians, also held a grand celebration in honor of the same goddess whose name they changed to Ceres. They went in long processions to the fields, where they engaged in rustic sports and crowned all of their household gods with flowers. Both of these feasts were held in September.

III.

THE FIRST THANKSGIVING BY THE DUTCH ON MANHATTAN ISLAND.

Thanksgiving Day was first observed about twenty years after the settlement of the country, the Dutch records at the office of the Secretary of State containing proclamations of thanksgiving days in 1645 and 1657 of the Council of New Netherland. William Kieft was Governor in 1645 of the Colony and Director General of the Council, and the first observance of the day was had on Wednesday, September 8, 1645. The proclamation of Petrus Stuyvesant, or rather of the Council of New Netherland in 1657, is longer than the one of 1645, and is more particular in expressing what shall be the manner of the observance of the day, and in forbidding certain secular and worldly activities and pleasures. After enumerating the blessings of the year, the "Director General and Council of New Netherland" proclaim Wednesday, March 7, A.D. 1657, as Thanksgiving Day. The Council charge "our subjects at the place where Divine service is usually held, in the forenoon and in the afternoon, to listen there to God's Word, and then to praise and thank Him for the favors, blessings, and benefits which His Divine Majesty has been pleased to shower upon us during the last year, and during the whole period of our life." There was no getting rid of the Second Service in those days! But note the prohibitions that follow; and what could be more explicit?—

"In order that these services may be observed with the greatest harmony, the Director General and Council forbid, during the exercises on the said day of thanksgiving and prayer, all pleasures, as playing tennis or ball, hunting, fishing, plowing, mowing, together with all forbidden plays, as dicing, conviviality, and such like, under pain of arbitrary punishment, and we admonish at the same time all ministers of the Holy Gospel within our jurisdiction to formulate their sermons and prayers accordingly."

IV.

THE FIRST ENGLISH THANKSGIVING IN NEW YORK.

But the Dutch went, and the English came—and they came to stay. On the possession of New Netherland by the English, Edmund Andros being Governor, the Council sitting on June 7, 1675, ordered:

"That Wednesday ye 23d of this Instant month, be appointed throughout ye government a day of Thanksgiving and Prayers to Almighty God for all His Past Deliverances and Blessings and Present Mercies to us, and to Pray ye continuance and Increase thereof."

HOW THE PILGRIMS GAVE THANKS.

The Pilgrim Fathers, after ten months of sickness and suffering, gathered in their first harvest, which consisted of twenty acres of corn, and six of barley and peas, enough to keep them supplied with food for the coming year. For this they devoutly thanked God and made preparations for a feast. Hunters were sent out to procure the thanksgiving dinner, and returned with water-fowl, wild turkey, and venison. Then the feast was prepared and Massasoit and ninety of his warriors were present. On the following year there was such a long drought that the corn and barley were stunted, and famine seemed to stare them in the face. A day of fasting and prayer was appointed, and for nine hours the people prayed unceasingly. At evening the sun set in clouds, a breeze sprang up, and in the morning, the rain was pouring down. The crops revived and there was a bounteous harvest. For this a day of thanksgiving was ordered by Governor Bradford.

The history of this first thanksgiving is recorded as follows:

"Our harvest being gotten in, our governor sent four men out a fowling that we might, after a special manner, rejoice together after we had the fruit of our labor. They four, in one day, killed as much fowl as, with a little help beside, served the company almost a week. At that time, among other recreations, we exercised our arms, many of the Indians coming among us, and among the rest, their greatest king, Massasoit, with some ninety men, whom for three days we entertained and feasted, and they went out and killed five deer, which they brought to the plantation and bestowed on our governor and upon the captain and others. And although it be not always so plentiful as it was at this time with us, yet by the goodness of God we are so far from want that we often wish you partakers of our plenty."

VI.

THE FIRST NATIONAL THANKSGIVING.

The immediate occasion of the first thanksgiving was the surrender of General Burgoyne to General Gates, in the fall of 1777. Thursday, the 18th of December, was designated, and in compliance with the order of Congress, the army at Valley Forge duly observed the day—the army that had tracked its way in blood. It was ordered by the Continental Congress.

WASHINGTON'S PROCLAMATION.

Washington, as President of the United States, issued his first proclamation for the observance of a day of thanksgiving at the city of New York on the 3rd of October, 1789, setting apart Thursday, the 28th day of November of that year, "to be devoted by the people of these States to the service of that great and glorious Being who is the beneficent Author of all the good that was, that is, or that will be," etc. His second proclamation, dated at the city of Philadelphia, January 1, 1795, designated Thursday, November 26, as a day to be observed for a general thanksgiving by the people of the United States. Governor John Jay, of New York, thought so well of Thanksgiving Day that he determined to have one of his own, and accordingly designated Thursday, November 26, 1795.

VII.

Dolly, it's almost Thanksgiving, do you know what that means, my dear?

No? Well, I couldn't expect it; you haven't been with us a year.

And you came with my auntie from Paris, far over the wide blue sea.

And you'll keep your first Thanksgiving, my beautiful dolly, with me.

I'll tell you about it, my darling, for grandma's explained it all.

So that I understand why Thanksgiving always comes late in the fall.

When the nuts and the apples are gathered, and the work in the field is done,

And the fields, all reaped and silent, are asleep in the autumn sun.

It is then that we praise Our Father who sends the rain and the dew,

Whose wonderful loving kindness is every morning new;

Unless we'd be heathen, Dolly, or worse, we must sing and pray.

And think about good things, Dolly, when we keep Thanksgiving Day.

But I like it very much better when from church we all go home,

And the married brothers and sisters, and the troops of cousins come,

And we're ever so long at the table, and dance and shout and play,
In the merry evening, Dolly, that ends Thanksgiving Day.
—From "Elsie's Thanksgiving," by MRS. MARGARET E. SANGSTER.

VIII.

On grandmamma's table is waiting for me
A plate with gingerbread piled,—
Bread and milk, and berries and cream,
And the mug marked "For a Good Child,"
And I eat my supper and wonder where
That wonderful land may be,
Where the sky is white and the earth is blue,
That on my plate I see.
—From *Willow-Warf*, by L. M. COGSWELL.

IX.

Thanksgiving! when Effie heard it she knew very well
what it meant,
For always at Grandmother Spicer's Thanksgiving Day
had been spent,
With aunts and uncles and cousins, dogs, cats, and
pumpkin pies,
And nuts and apples, frolicsome games, and many a
glad surprise.

Effie had heard her father say, as he brushed away a
tear,
That he wouldn't be able to travel about very much this
year,
And the little maiden thought 'twould be a bitter drop
in her cup
If the visit to Grandmother Spicer's was to be given up.
For how could they keep Thanksgiving all alone by
themselves,
Even with lots of pies and things spread out on the
pantry shelves?
And how could Grandma Spicer give thanks in a proper
way,
If none of them went to see her, to help her keep that
day?

Thus reasoned the little maiden, who grew very sad
and sedate,
As if a puzzle were twisting itself about in her curly
pate,
And as she'd been always cheerful, and rather to romp
inclined,
'Twas feared that her father's trouble had worried the
baby mind.

'Twas the day before Thanksgiving, as searching the
place around,
From garret to cellar, from barn to shed, little Effie
could not be found;
And all the treasures that had been swept away in the
vast abyss,
Though grievous to lose, could not compare with a loss
so great as this.

She surely was stolen from them, like poor little Char-
ley Ross
And Lizzie Seldon! God pity the bearers of such a
cross!
They sought for her in the dismal swamp, and off by the
lonely church;
They looked in the well, and, as night came on, with
lanterns kept up the search.
In a village, some ten miles distant, was Grandmother
Spicer's abode;
And the way to it was over a rugged and lonesome
road;
And Effie's father and mother drove over to tell their
sorrow,
And the reason why, in fasting and prayer, they'd have
to spend to-morrow.

But Grandma's eyes had a twinkle in them, as she
soberly said:

"Well, now, you're so worn and weary, you'd better
go right to bed;
Those only are worthy the sweet who have tasted the
bitter drink,
And maybe the dawn is breaking—is nearer now than
you think."
They closed the door of their chamber, heavy and sick
at heart,
In the festival of to-morrow determined to take no
part.
And turning, they saw—what was it?—the old-fashioned
trundle-bed—

And there, asleep on the pillow, their own little "curly
head."

—From "A Wild Goose Chase," by JOSEPHINE POLLARD.

X.

There was once on a time a little boy,
And a small greedy boy was he;
His mother gave him two plums and a pear,
And he greedily ate all three.
But just as he finished the very last,
He grew very gloomy and glum;
And muttered "I think she could just as well
Have made it two pears and a plum."

XI.

THANKSGIVING FOR HIS HOUSE.

Lord, thou hast given me a cell
Wherein to dwell,
A little house whose humble roof
Is weather-proof;
Under the sparres of which I lie
Both soft and dry,
Where thou, my chamber for to ward,
Hast set a guard
Of harmless thoughts, to watch and keep
Me, while I sleep,
Low is my porch, as is my fate,
Both void of state;
And yet the threshold of my door
Is worn by thy poore,
Who hither come, and freely get
Good words, or meat.

'Tis thou that crownest my glittering hearth
With guileless mirth,
And givest me wassails, bowls to drink,
Spiced to the brink,
Lord, 'tis thy plenty-dropping hand
That soles my land
And givest me for my bushel sown,
Twice ten for one;
Thou makest my teeming hen to lay
Her egg each day,
All these, and better thou dost send
Me, to this end,
That I should render, for my part,
A thankful heart;
Which, fired with incense, I resigne
As wholly Thine;
But the acceptance, that must be,
O Lord, by Thee.

—ROBERT HERRICK (1591-1634).

XII.

SHORT SELECTIONS.

(TO BE READ OR RECITED.)

1. "Take thankfully the past;
Make, as you can, the sweet remembrance last."
2. "Accept my thoughts for thanks, I have no words:
My soul, o'erfraught with gratitude, rejects
The aid of language: Lord! behold my heart."
3. "When gratitude o'erflows the swelling heart,
And breathes in free and uncorrupted praise
For benefits received; propitious heaven
Takes such acknowledgement as fragrant incense,
And doubles all its blessings."
4. "He that hath nature in him must be grateful;
'Tis the Creator's primary great law
That links the chain of beings to each other."
5. "Do not wait for a special day to be thankful. He
who waits for Thanksgiving Day to be thankful will
not be thankful when it comes."
6. "Thanksgiving and joy cause singing, leaping,
and dancing. It is a lively joy that fills the bosoms of
those who have it, and makes them happy."
7. "Nothing is so wholesome, nothing does so much
good for people's looks as a little interchange of the
small coin of benevolence."
8. "He prayeth best who loveth best;
All things both great and small;
For the Great God who loveth us,
He made and loveth all."
9. "Few save the poor feel for the poor,
The rich know not how hard
It is to be of needful rest,
And needful food debarred.
They know not of the scanty meal,
With small pale faces round,

No fire upon the cold, damp hearth,
When snow is on the ground."

10. "Some have meat that cannot eat,
And some would eat that want it;
But we have meat and we can eat,
Sae let the Lord be thanked."

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

1. What is a dude? A dandy?
2. By what name would you designate a female dude or dandy?
3. What book in the United States has the largest sale next to the Bible?
4. Name five immortal American authors.
5. Who is the most distinguished colored man in the United States?
6. What was the result of the last election in Ohio?
7. What is the best short poem written by an American author?

LIVE ANSWERS.

- At the recent election in Ohio a Republican Governor was elected.
3. It is the opinion of some good men that Riel should not be executed.
 4. The Sultan is preparing for war because Servia and Roumania are not willing to submit to his authority.
 5. All women are citizens.
 6. All male citizens cannot vote in Massachusetts. Only those who can read.
 7. All male citizens in South Carolina have the right of voting.

THE THINGS OF TO-DAY.

The President stands firmly by civil service reform.
The fools in Montreal who will not be vaccinated are dying by the hundreds.
More than one hundred persons are killed or seriously injured each week in drunken rows.
Heath & Co., a stock gambling firm in Wall Street, recently failed. They will pay about five cents on the dollar.
Business is better, but wheat does not advance.
The lowest dens in New York City are licensed to sell liquor.
Nine out of ten criminals commit crimes when crazy with liquor.
The body of John Fredericks was found in the Niagara River with a stone weighing six pounds in one of his pockets. Cause, whiskey.
The body of James Thompson, son of the late Judge Thompson, of Saratoga, was found in the Whirlpool Rapids, Niagara River. It is supposed he committed suicide. Cause, whiskey.
Excise Commissioner Morris, of New York, told Mr. Gibbs of the Legislative Committee how he tried in vain to get his associates to refuse licenses to low dens in this city. It did no good.

Here is the way Christian Americans treat the "Heathen Chinese." The following notice was found posted in the city of Cheyenne recently, and the worst of it is, it would have been enforced if the Chinamen had not fled for their lives:

"All Chinamen found in the city of Cheyenne after Oct. 1 will be subjected to a coat of tar and feathers and ridden from the city on a rail. Workmen, the Chinese must go!"

Are we a civilized nation?
King Milan, of Servia, said plainly lately that he must either head his troops or his troops would behold him. He has, therefore, the very best of reasons for putting on his uniform. The chances are, however, that the Powers will step in and tell Servia and the Bulgarians and Turks that they had better sheathe their swords and go home. Those are the chances; but the possibilities depend largely on Russia, who looks very wise and innocent and says nothing.

Should the dogs of war, by misfortune, be again let loose in Eastern Europe, there will certainly be a repetition of the horrors almost unspeakable which marked the last Turco-Slavish campaign in the Peninsula. While the Turkish regulars are not by nature prone to cruelty for cruelty's sake, they shrink from no measure of devastation which they think likely to advance their military purposes.

There is trouble in Denmark of thirteen years' standing, during which time the Lower House has vainly persisted in its demand for the removal of the unpopular Estrup Cabinet. Its attempts to coerce the government by refusing to vote supplies were boldly met; the king authorized the levy of taxes by royal decree and dissolved the lower parliament with a reprimand. This has since been done repeatedly, but each time a larger radical majority has been returned to the Lower House. In the popular branch of the lower parliament, which met this month at Copenhagen, there are now scarce half a dozen supporters of the government. The Upper House has remained loyal to the king.

The trouble between Germany and Spain was referred to the Pope for arbitration. His delegates have drawn up a document for the settlement of the Caroline question, and have sent copies of it to both governments interested.

HORSFORD'S ACID PHOSPHATE.

BEWARE OF IMITATIONS.

Imitations and counterfeits have again appeared. Be sure that the word "HORSFORD'S" is on the wrapper. None are genuine without it.

EDUCATIONAL NOTES.

ONTARIO.

The Executive of the North York Public School Teachers' Association has made arrangements for a convention of two days, to be held Oct. 29 and 30, at Newmarket, Ontario. Wm. Rennie, of that place, is Secretary.

BROOKLYN.

During the past month the Schoolhouse Committee of the Brooklyn Board of Education have been busy getting ready to build new school houses. The appropriation for this purpose is \$350,000. The new buildings will be: Corner of Lafayette and Classon Avenues, to cost \$50,000; a school in the Eighteenth Ward, to cost \$60,000; a building in Bremen Street, to cost \$50,000; a site in the Twenty-third Ward, not yet purchased, the building to cost \$85,000; a new school in Humboldt Street, to cost \$50,000.

COLORADO.

Nearly all the schools of Sanache County are now in session, and presided over by the best class of teachers the county has ever possessed. Mr. D. S. Beattie, an exceptionally successful teacher who has given entire satisfaction during the past year in the Lawrence school, will open school in the same district on the 2d of November.

Miss Jennie E. Hallock, of Denver, a graduate of a New York normal school, is laying the foundation for a very successful term of school at Cotton Creek.

CONNECTICUT.

Prof. E. H. Russell, of the Normal School, Worcester, Mass., opened the regular monthly lectures for this year before the Willimantic teachers, Oct. 13. His subject was, "The Moral Training of the Child." The chief points discussed were:

- I. What sort of moral training is needed?
- II. What is the teacher's duty regarding this matter?
- III. The best way to impart such training.

Secretary Hine, of the State Board of Education, recently conducted a half-day Institute at Willimantic. Principal G. H. Tracy, of Colchester, spoke on "Botany, an excellent study for the exercise of a child's powers of observation." Sect. Hine discussed "What ought a teacher to read," and Miss H. A. Luddington, of the normal school, closed the program with a talk on "Language." It was a profitable meeting, and largely attended by teachers.

MR. GEO. B. HURD, principal of Winchester School, New Haven, has had a successful experience of over twenty years in school work. During this time he has made but three direct applications for schools: his positions have found him out. After considerable experience in large public schools he was called to the Stratford Academy. Two years later he was called to take charge of the Union School, Bridgeport, a school of 580 pupils and 11 teachers. From this he was soon transferred to a larger school with twice the number of pupils and teachers. He has been at Winchester since Sept. 1, and already results of his work are beginning to be seen.

KENTUCKY.

The Floyd County Teachers' Association will meet at May's Chapel, Dec. 19.

A normal training class has been attached to the high school of Columbia, and is now in good working order. Miss Mary G. Marshall has charge of the primary department of the school.

NEW YORK.

One feature of the Steuben County Agricultural Association, was a "School Day," at which the children, teachers, high school principals, directors, and trustees formed in one grand procession and marched around the course, reviewed by the Judge. Then followed speeches and music. There was also a School Exposition in Floral Hall during the fair, at which prizes were distributed.

The Wayne County Teachers' Institute, under the charge of Conductors French and Barnes, was held in Wolcott, Oct. 5-10. The attendance was unusually large. Over four hundred were enrolled, and the attention and interest manifested by the teachers commendable and encouraging. But with all the zeal and interest there is a growing feeling of dissatisfaction with our present plan of Institute work. Actual class work is wanted and needed. Practical illustrations of the principles and theories so ably put forth by our worthy conductors would be more satisfactory, and far more profitable to the teachers than the continuous pouring in process by which, before the end of the week, they are too weary to appreciate. We venture to say that nine-tenths of all those who took full notes will never refer to them again, and though they will be more likely to do better work than if they had not attended the Institute, the practical benefits from what they have heard will be of little value compared with real "class work," or what they could see.

H. L. L.

The Schoharie County Teachers' Association met during the session of the Institute. Mr. J. Y. Smith, one of the old, tried, faithful, energetic teachers, was chosen President; Miss Anna Haselden, Secretary; the Commissioners, Profs. Sias, Burke, Keyser, and Mr. Terpenning, were chosen for the Executive Committee.

We acknowledge the receipt of "A General Program of School Work, especially designed for the use of the Henry Avenue School, East New York, by W. W. Davis, Principal."

It defines the work of each grade, and in a manner that enables the teachers to know definitely the ground they are respectively to cover. All progressive teachers admit that such a feature is indispensable to a first-class school.

It indorses the sentence method in reading, the topical method in geography and history, and the inductive method in arithmetic.

The lessons on minerals, plants, and animals, together with drawing and language, are logically arranged throughout.

The program, as a whole, bespeaks a good word for its author, and is one which any teacher may examine with profit.

NEW HAMPSHIRE.

The freshman class in the N. H. College of Agriculture is the largest for many years, numbering 26.

Rev. W. R. Nichols, of Norwich, Vt., has been elected to the professorship of Evidence of Christianity.

The N. H. State Teachers' Association will hold its 32d annual meeting in Concord, Nov. 6 and 7. Among the

speakers will be Hon. J. W. Patterson, Prof. F. A. Sherman, and Prof. E. R. Ruggles, of Hanover; Dr. W. Q. Scott, of Exeter; Dr. C. C. Rounds, of Plymouth; Superintendents Buck of Manchester and Folsom of Dover; Messrs. Hastings of Claremont, Hall of Hinsdale, Goodwin of Manchester, Dame of Littleton, and Burbeck of Nashua.

The fall term of Orford Academy under Prof. Weld and his able corps of teachers is progressing finely. The teaching in mathematics is most excellent, and the languages are taught by one of the finest teachers any academy produces. A regular course and thorough preparation for college are given here.

The Catholic school building in Keene is ready for the roof, and it is expected it will be under cover about the middle of October. It will contain five school-rooms, with accommodations for 300 children.

Troy boasts of two lady school teachers who walk 3 and 4 miles each daily in going to their work and returning.

The new and elegant school building at Franconia has been named Dow Academy. Rev. F. W. Ernst, of Glen Falls, N. Y., has been engaged as principal.

Prizes of \$30, \$20, and \$10 have been offered by the trustees of Phillips Exeter Academy for the best English essays.

President Gilman, of Johns Hopkins University, lectures to the students on the 19th. These lectures by distinguished men are free to the students and to citizens of Exeter.

E. A. F.

NEW JERSEY.

The New Jersey teachers have formed a Reading Circle, of which Superintendent Barringer, Newark, is president. On Dec. 5, there will be a meeting for the purpose of organizing, adopting a constitution, and by-laws, and electing the necessary officers.

NORTH CAROLINA.

The first training school for teachers in North Carolina, was established at Charlotte in September, and already a large class, including a good proportion of experienced teachers, are enthusiastically engaged in a systematic course of training in mental science and the methods of instruction based upon it. Mrs. Eva D. Kellogg, of Boston, has direct charge of the class, under the general supervision of Supt. T. J. Mitchell, whose large experience in Southern Institute work has peculiarly fitted him to understand the needs of Southern teachers. His lectures on school management will be a valuable auxiliary to the regular class work, while the graded school of 800 children will furnish a practice department inferior to none in the country. All success to the Charlotte training school.

PENNSYLVANIA.

The Institute of Potter County (Pa.) was held at Ulysses, Sept. 28-Oct. 2. The instructors were Supt. T. M. Balliet of Reading, Pa., and several prominent teachers of the county. Supt. Balliet was present three days, and also delivered two evening lectures.

Potter County has had a prohibitory law for many years, no strong drink being sold anywhere in the county. As a result of this, the county jail is generally empty, the criminal court has little to do, the people are intelligent and moral, and the schools are open a larger part of the year than in most other counties. It is the only county in the state that has a lady as county superintendent—Miss Anna Buckbee. She is making many sacrifices in the interests of the schools, and is one of the most efficient superintendents in the state, thoroughly in sympathy with the new education.

VISITOR.

The Board of Public Education of Philadelphia has opened the night schools. Of these there are twenty for young men, twelve for women, and for men and women together five. There will be seven schools exclusively for colored people. No boy under seventeen years of age is registered as a pupil without the presence of one of his parents, his guardian, employer, or some other responsible person. The public night schools for artisans has also opened. Pupils must be eighteen years of age or over, and must be apprenticed to, or engaged as artisans. The departments are penmanship, arithmetic, mechanical drawing, and practical mathematics.

TEXAS.

The first session of the Wise County Normal Institute held at Alford, closed Sept. 18. Prof. R. B. Gant, the principal, has the well deserved thanks of the teachers attending for organizing such an institution. He was ably assisted by Prof. J. C. Bryan, of Carson College, Tenn., and their efforts were eminently successful, considering the difficulties with which they were surrounded. Nearly two score of teachers have gone forth fired with the enthusiasm gained during this four weeks' term to battle for the NEW EDUCATION. The star of educational progress is beginning to shed its enlightening rays upon the "Lone Star," and the day is not far distant when, from an educational standpoint, Texas will stand second to none.

The land grabbers have deprived the state school fund of \$100,000, and the university of \$80,000. Yet Judge Lynch has not been called in to decide on the matter.

WASHINGTON TERRITORY.

Mr. C. P. Hale, Superintendent of Thurston County contributes the following valuable thoughts to the *Olympia*: "Acquiring knowledge is an important part of school work; but it is not all, nor is it the most important. All studies can be so pursued as to aid in the development of mental power if the student is guided by wisdom and discretion on the part of his educator; but with a child or a person who is educated the result will depend chiefly on the putting forth of his own energies."

As intelligent teachers, we admit that education should commence with the cultivation of the senses, yet few of us carry out the ideas in daily practice. It is the natural process by which the mind becomes stored with individual facts, and gains a general knowledge of things, their conditions and qualities. This method is conducted with marked success until children are transplanted, too often before five years of age, from nature's school to the artificial one designed for primary instruction, where as is often the case, children who had previously been allowed to exercise every sense, who had grown strong by healthful action of the muscles, who had grown rich daily in ideas gained in a manner natural and delightful, were through kind motives, but a misguided judgment, taken from these pleasant paths and confined within the walls of a desolate school-room, where every law of their childish being was violated—and for what? As a rule, in our ungraded schools, to learn during the first year a few words from a primer which might have been taught at home by less than half an hour's daily instruction, relieving the teacher, giving her more time to devote to the general welfare of the other pupils.

PERSONAL.

MR. JOHN G. MCNAVY, A.M., Principal of Grammar School No. 57 in 115th Street, near Third Avenue, has been for years one of the leading principals of the city. He is a graduate of Columbia College, and has been principal of four different grammar schools, and in all he has been successful and popular. Like many of the most eminent principals in New York, he commenced teaching under the old Public School Society at a salary of \$50 a year. He now receives \$3,000. While Principal of No. 45 he resigned and was in business for ten years, when he was elected Principal of No. 1, and returned to the department again. The secret of his success is thorough scholarship, fondness for boys, tact, knowledge of human nature, and a vast fund of reserved power. He never frets, and wields a school of a thousand pupils with as much ease as most teachers could a hundred. He has repeatedly declined the honor of being superintendent.

COMMISSIONER NICHOLS, of Chemung County, New York, presents each of the teachers who attend the County Teachers' Institute with the following diploma:

It is hereby certified that _____ has attended the Chemung County Teachers' Institute, held at _____, as required by law, and by constant attendance and strict attention to instruction given, is entitled to special consideration by school trustees as possessing the ambition and zeal of a true teacher.

VOORHEES OVERBAUGH, School Commissioner for the county towns of Kings County, was born at Catskill, and educated at Amenia Seminary, Dutchess County. He has had a practical experience of forty-five years as teacher—thirty-nine and a half years in the school at Flatlands. He was first elected school commissioner in 1866. He served during the time for which he was elected, and faithfully performed the duties incumbent upon his office. In 1870 he was appointed to fill a vacancy caused by the resignation of his successor. Although a Democrat in politics, he has never been an offensive partisan. In 1884 he was the nominee of both political parties, and unanimously elected. Such is the evidence of the confidence reposed in him by all parties. He is an honest, christian gentleman, whose only desire is, to do and to be right. He brings to the office of school commissioner, not only the ripe experience of a practical educator, but also the moral influence of a conscientious, upright man, which cannot fail to produce the most desirable results.

DR. J. H. FRENCH will conduct institutes at Batavia, N. Y., Oct. 30; Morrisville, Madison County, Nov. 9; Ballston, Saratoga County, Nov. 16; Fulton, Oswego County, Nov. 30. Commencing Dec. 14, he will give a course of lectures at Mercer, Penn. Dr. French is the oldest active institute conductor in the United States, and is today more lively and instructive than ever. During his life he has held many important positions, among which have been the principalship of a Pennsylvania State Normal School, and State Superintendency of Vermont.

NEW YORK CITY.

The agents of the truancy department of this city recently made 2,936 visits and put 218, reported as truants, and 79 as non-truants in school. Eighteen children were found employed contrary to law.

The mayor has appointed Charles P. Ketterer inspector of schools in the first district.

Miss Kate A. Fitzgibbon has tendered her resignation as vice-principal of No. 16. Miss Fitzgibbon has preferred charges against Miss S. J. McCaffery, principal of No. 16.

The sum named for the salaries of teachers in the ward schools is increased \$100,000 over that appropriated for this year, to meet the large increase, present and prospective, in the average attendance of pupils consequent, in great measure, upon the extended accommodations that will be afforded by the new buildings being erected and the completion of the additions to present buildings, now in progress.

\$2,750,000 is appropriated for the salaries of the teachers in the grammar and primary schools.

\$98,000 for the salaries of teachers and janitors in the Normal College.

\$150,000 for supplies, books, maps, slates, stationary, etc., for the use of all the schools.

\$75,000 for the payment of additional salaries, on the basis of length of service, to assistant teachers in the primary schools.

A pleasant diversion from school studies occurred in the boys' department of Grammar School No. 57, in East 115th Street, recently. Dr. D. W. C. Ward, the inspector of schools, and Commissioner Lawson N. Fuller, were present and made addresses. After class songs, recitations, declamations, and other exercises, Inspector Ward distributed the semi-annual certificates, and awarded prizes to several boys for scholarship and mechanical ability.

Mr. Garrett P. Serviss delivered a lecture, graphically illustrated, on "The Wonders of the Star Depths," at Chickering Hall last Saturday afternoon, before the Teachers' Association of the city of New York. Mr. George W. Morgan preceded the lecture by an organ concert.

Mayor Grace recently presented to the Board of Education a letter from emigrant Commissioner Stephenson in regard to abolishing the Emigrant School on Ward's Island as recommended by Superintendent Jasper in his report on the consolidation of schools. Mr. Stephenson said that the school was one of the greatest charities in the city. The expense of maintaining it is small, as there are only two teachers. But the children of immigrants cannot well cross over to the city to attend school. They are strangers, and most of them do not speak the English language; a great many are not clothed properly to attend the public schools. The Mayor asked that the letter receive careful attention from the Board. It was ordered printed in the minutes, and will be considered when the question of the consolidation of the schools is discussed in the Fall.

The recent lecture of Dr. Calkins before the Primary Teachers' Association was a great success. Hundreds went away because there was not even standing room in the hall. A large number of teachers were in attendance from neighboring cities and towns who were on hand early enough to find seats. The substance of Dr. Calkins' address, published this week, will be found full of suggestions to all who are thinking about their work and anxious to improve it. No man is better able to direct them than Dr. Calkins.

LETTERS.

The following statements were made in my hearing by one who knows: In a certain school are three intermediate and two primary teachers. One of the intermediate teachers is a classical college and another a normal school graduate; they each receive \$7 per week. A special teacher of writing and book-keeping in the same school, with a normal and academic education, receives \$8. A special teacher of the academic branches also received \$8. The principal of this school received \$1200 a year and the preceptress \$500.

In regard to these statements I would ask: Do you think competent teachers ought to be teaching for such salaries? And why do they? Because, however well qualified, they must compete with those who have made no preparation, and who are willing to teach at any price.

We saw some of these at the Institute. They spent their time mostly with *crochet work*. One of them when asked to subscribe for the INSTITUTE said, "I don't want it." "But," said the agent, "though it has always been good it will be better now, for it is to be united with Col. Parker's paper, *The Practical Teacher*." "Who is Col. Parker? I never heard of him," was the reply. (This teacher is in one of the largest graded schools in the country.) Another, in discussing the Commissioner's Examination, in which was the question: "What do you know of the 'Monroe Doctrine'?" said: "Who knows anything about the 'Monroe Doctrine' or who wants to? I don't." She too has been for years in one of our largest graded schools.

Such teachers never take an educational paper: they have no use for one, and would never attend a teachers' institute or association if not obliged to. But they find employment, and in the above cases get better salaries than many who have spent years in a special preparation for their work. Can you suggest a remedy for this wrong?

H. L. L.

The only immediate remedy is in the hands of the county superintendents. They have the power to withhold licenses from those whom they consider unfit or unqualified to teach. But those that do this frequently make so many enemies that they stand little chance of re-election. This is a disease that as yet has no sure remedy. Political influences in educational offices are destructive of good work. An enlightened public opinion is needed in order to correct the growing evil.

I have come to the conclusion that teaching reading according to our present system, is the most difficult work that the teacher has to do. It is almost impossible to keep up an interest in this branch without supplementary reading, and many teachers are so situated that they cannot secure this. Last year we used our TREASURE-TROVE in our fourth grade with the very best results, and effort was made to secure suitable papers to take the place of our first, second, and third Readers, but without success. As a result, reading in these grades has been monotonous, uninteresting, and dry. I find that the children in the First Reader generally know that book by memory before they can be promoted to the Second Reader, and the same is true in regard to the children of the second and third grades. Besides, the children generally know the drift of the stories in all of the readers before they are placed in their hands to study, having heard them read and talked of by students of higher grades, and consequently they have no relish for these dry husks, these second-hand stories. Nothing can induce children to study such lessons, except a fear of punishment, as low grades. When such is the case, I cannot see how we are to teach a love for reading. What we want, and what we must have before we are really successful in teaching reading, is something new for every recitation. My idea is to do away with all school readers, and to supply their place by well-edited and well-graded lesson papers. Do you think the idea is a practical one? J. M. McC.

Yes, it has been tried and succeeds well. A modification of this is also practiced in some counties. A set of readers is used for a time in one district, and then an exchange is made with an adjoining one. The books are used by the pupils only in the class exercise. This secures both the proper grade and freshness. A little united effort on the part of the teachers and superintendents would establish such a practice in nearly every county.

(1) Sometime ago the question was asked: "What President's grave is marked by neither slab nor monument?" and as I have seen no answer, I will say, with- in seventeen miles of Cincinnati repose the remains of one of the Nation's great generals—an intimate friend of George Washington, the hero of a score of Indian battles, the victor of Tippecanoe, the organizer of the Northwest Territory, the friend and counselor of all the great men of '40, and last a President of the United States; yet there are no graven lines to tell the story of his deeds, no chiseled marble to describe in symbolism the glories of his achievements, no simple tablet even to tell who he was. Such is the grave of William Henry Harrison.

(2) Will you please tell me something of the Atlantic?

M. B.

(1) The question referred to was answered in the JOURNAL a few weeks after its publication. (2) Ancient Greek geographers had a tradition that there was a large island in the Atlantic, to the west of the N. W. coast of Africa, and the pillars of Hercules. It was called Atlantis, and was thought to have had a numerous population at one time, which finally became so desperately wicked, and that the island was swept away by a deluge. Plato mentions the island in his *Timæus*. It can be found on old Venetian maps to the west of the Azores and Canaries.

Why is it that we have "wet" or "dry" new moons? In other words why is it that the rim of the new moon appears to be almost perpendicular in the heavens sometimes, and at other times nearly horizontal?

E. A. H.

The axis of the moon being inclined a little to her orbit enables us to see alternately past her poles, her north pole when that is inclined toward the earth, her south pole is when that is. Again the moon's rotation on her axis is always performed in the same time while her movement along her orbit is variable: hence we sometimes see a little farther around each limb than at others.

Many "Letters" are necessarily crowded out this week; next week we shall have room for a double portion.

THE JOURNAL PUZZLE.

In how many ways can the word "LARGEST" be read as arranged below. The answer to this puzzle will be given at some future time.

L
L A R
L A R G E
L A R G E S T
R G E S T
E S T
T

ANSWERS.

70. A man had three cylindrical tubs placed tangent to one another, which he filled with wheat without measuring. He afterwards filled the space between the tubs with 25 bushels. How many bushels of wheat in each tub, and how many in the whole lot? D. C. P.

Let AB be a diameter of a circle; it will also be a side of the equilateral triangle joining the centers. Letting this = 1, then the area of each circle will be .7853975.

The area of each sector is $\frac{1}{3}$ that of the circle, since each angle of an equilateral triangle is 60°

Area of the three sectors = .39269875.

Area of triangle ABC = $\frac{1}{2} \times \sqrt{3} = .433125$.

Area of DEF = .433125 - .39269875 = .04042625.

.04042625 : .7853975 :: 25 : x = 485.450. Ans. +.

71. What is that whose square root is five times its cube root? Work wholly by arithmetic. W. H. B.

If the square root is 5 times the cube root of the number, then 25 times the number equals the cube root of its square and 25³ = the number, i. e., 15625.

72. \$4 is the average price of each animal.

| | (a) | (b) | (c) | (d) |
|--|-----|-----|-----|-----|
| | 5 | 5 | 30 | 10 |
| | 2 | 2 | 12 | 24 |
| | 8 | 8 | 42 | 6 |
| | 8 | | | |

By buying at \$1, the gain is \$3 on average, \$4 or \$5, on one, etc., with each we find 5, 5, 2 and 3 will equalize the average price. By inspection we find that (a) × 3 and (b) × 12 will equal and fulfill the conditions. My limited time for inspection leads to the inference, "The only answer."

81. Give briefly the spirit of Froebel and his works.

M. A. B.

Froebel had a very sympathetic and enthusiastic nature. He had no large views of education as a whole, he was not a scholar, and he, if anything, undervalued the knowledge to be got from books. But he saw very clearly the simple truths which effected the growth and happiness of the little child, and these he maintained with great earnestness. He watched them at their play, and saw their eagerness for activity, and studied to provide more pleasant exercises for them than they could find for themselves. The result of his study was the kindergarten gifts which are so admirably adapted to their purpose.

83. I am troubled to understand clearly the difference between inductive and deductive teaching. Please explain it clearly.

M. L. O.

In studying some subjects, the learner begins by acquiring separate facts, and as he goes on learns to group them, to see their resemblances, and to arrive at last at some larger statement of fact which embraces and comprehends them all. This process is called induction. On the other hand, there are some subjects to be studied in which he begins with the large, general, universal truth and proceeds to draw from it a number of special and detailed inferences. This is the deductive method of learning. Take the following illustration as given by Fitch: One sees that his neighbor is dead, he remembers the death of his parents or friends, he reads the history of the past, and by putting these experiences together, he arrives at the conclusion—all men are mortal. This is inductive reasoning. Suppose he now starts with this general truth. He accepts it. He muses over it. He adds, I too am a man. And he concludes, I therefore am mortal. This process is deductive. The first of these is the method which young minds pursue in gaining knowledge. They observe single facts and after continued observation and some reasoning, arrive at general conclusions. Mature minds can entertain the general principle and trace out its applications.

BOOK DEPARTMENT.

NEW BOOKS.

NEIGHBORS WITH WINGS AND FINS, AND SOME OTHERS. For Young People. By James Johannot. New York: D. Appleton & Co.

This is the third book of the delightful Natural History Series that Prof. Johannot has prepared for the young people. Those who are familiar with his institute work will recognize in these the enthusiastic ring that crops out occasionally in his talks to the teachers about the proper food for young minds. He fully understands and sympathizes with the child's love of novelty, and knows just how to satisfy it.

In the preceding volumes prepared for younger pupils, very little systematic work was attempted; in this the consideration of relations begins, but not at the expense of the story element which is the chief charm of these books. "From the chicken that scratches in the farmyard, the mind is led to a consideration of the scratchers of field and forest the world over; from the warble of the little wren at the door, the attention is directed to the carol and song which greet the sunrise in its daily march round the world."

Some of the subjects treated are: "Scratchers of Wood and Prairie," "Scratchers of Other Lands," "Beach-Walkers," "Feathered Marsh Dwellers," "Swimmers of Lake and Sea," "Sailors of Ocean and Air," "The Messenger-Bird and Its Cousins," "Gluttons in Feathers," "Fairies on the Wing," "Gossips and Thieves of Orchard and Woodland," "Our Near and Kindly Neighbors."

Teachers cannot afford to deny themselves and their pupils the pleasure of these studies.

COMPREHENSIVE ANATOMY, PHYSIOLOGY, AND HYGIENE. Adapted for Schools, Academies, Colleges and Families. By John C. Cutler, B.S., M.D., Philadelphia: J. B. Lippincott & Co. \$1.00.

The origin of this work is interesting and peculiar. The author while Professor of Physiology and Comparative Anatomy in the Imperial College of Agriculture, Supper, Japan, taught this subject to five successive classes of English-speaking Japanese students. Their knowledge of the language being therefore limited, he was obliged to almost discard the text-books, and depend more upon dissections before the class and microscopic preparations. He soon found that his students acquired more definite, useful, and retentive knowledge of the form, color, position, and relations of the parts and organs by this method than from the use of text-books. The results of the experience he gained in this way he has given to teachers in this volume. It contains all the essentials of the subject found in other works, and besides directions for illustrative dissections of mammals, for elementary work with the microscope, for physiological demonstrations on the human body, and for the management of emergent cases.

The arrangement of the subjects, the illustrations and the typographical work of the book are admirable. It is a valuable work.

ENGLISH SYNTAX AND ANALYSIS SIMPLIFIED. Designed for Use in Common Schools, High Schools, and Normal Schools. By Mrs. M. D. L. Haynie. Chicago: Geo. Sherwood & Co.

The author has had a long experience in teaching modern languages, the result of which is a very skillful treatment of these subjects. For years her pupils have urged her to embody her teaching in book form, and she has at last consented to do so.

The book contains the treatment of every kind of sentence; the simple sentence in full—first, without modifiers, introduced in methodical order, the complex sentence treated exhaustively, then the compound. The syntax and analysis of each sentence go hand in hand, being, in the author's estimation, too closely related to be separated. Models and exercises for practice are abundant.

FIELDING'S WORKS. Four volumes. "Joseph Andrews," "Tom Jones," Vols. I. and II. "Amelia." New York: White, Stokes, and Allen.

It is natural that there should be an interest in Fielding's works quite apart from their intrinsic merit. Lovers of Dickens will remember that his earlier impulses to authorship are often imputed to the influence of Fielding, and it is curious work to trace a shade of similarity in the two, notwithstanding their wide divergence. As a picture of the times, too, "Tom Jones" is as vividly retrospective of his day as "Nicholas Nickleby" is of a later period. Fielding is among a few pioneers in a distinct movement in English literature; and this fact alone entitles him to a certain standing with students, aside from the innate quality that has established his works as classics. In spite of their extreme coarseness and vulgarity—indications as much of the time in which they were written as of their authors' mind—there is running through them all, a vein of power and picturesqueness, and even of pure nobility, that redeems them. Mr. Abraham Adams is "one righteous man," who in his artless goodness reminds us of the Vicar of Wakefield. Mr. Allworthy is indeed what his name implies, and the beautiful Sophia is a pattern of modest loveliness. Col. Booth surely has a noble heart, notwithstanding his shortcomings, while the strength and grace of his wife's character is a truly elevating and refining influence.

Fielding is fond of a comical situation, and knows how to bring one to the very acme of the ridiculous, as in the midnight blunders of Abraham Adams; and among other characteristics that compel the readers' admiration are the author's caustic satire, his keen, though not ungenial philosophy, his masterly dealing with the dominant human passions, and the insight

that discovers these, and unmasks them wherever found. The present edition will be something of an event to American readers, and the publishers deserve thanks for putting it in large type, on good paper, and in neat substantial binding. One must not forget the interesting, though brief, notes by S. T. Coleridge in the Appendix to "Tom Jones," nor the several finely-drawn and spirited, full-page wood engravings that add so much to the attractiveness of each volume, and constitute a special and exceptional feature of this edition.

SIX LECTURES UPON SCHOOL HYGIENE. Delivered under the auspices of the Massachusetts Emergency and Hygiene Association, to Teachers in the Public Schools. By different Physicians and Sanitarians. Boston: Ginn & Co. 88 cents by mail.

The subjects treated in these volumes are:—(1) "School Hygiene," by Frank Wells, M.D.; (2) "Heating and Ventilation," by F. W. Draper, M.D., assistant professor of legal medicine in Harvard University; (3) "The Use and Care of the Eyes, Especially During School Years," by C. H. Williams, M.D., assistant surgeon Massachusetts Eye and Ear Infirmary; (4) "Epidemics and Disinfection," by G. B. Shattuck, M.D., visiting physician Boston City Hospital; (5) "Drainage," by Frank Wells, M.D., editor of the Registration Report of the State of Massachusetts; (6) "The Relation of our Public Schools to the Disorders of the Nervous System," by C. F. Folsom, M.D., physician to out patients with diseases of the nervous system, Boston City Hospital.

Dr. Wells, in the opening lecture, forcibly states the perils to which the health of children is exposed in the public schools. He charges that in our public schools the nearsightedness of children is found to be progressing increasingly, and the high pressure system of study leads to a break down of the nervous forces, to consumption and other diseases.

Dr. Draper's lecture is designed to show how a school-house should be heated and ventilated. He very properly argues that the purity of school-room air is all important to health, and hence recommends that the air of the school-room should be renewed at every intermission of the school exercises, but he enters a protest against the barbarous plan of opening windows while the scholars are in their seats.

There is no greater defect, perhaps, in our school systems than the oversight of the risks of myopia and asthenopia, which the pupils are often forced to encounter. Dr. Williams' lecture on this important subject should be in the hands of all teachers and students. Unless there is some reform in this matter, the next

generation will be sorely afflicted with various eye disorders. It would be well if a good oculist could be employed in all cities to visit the public schools regularly, and to prescribe such regulations for the correction of this evil as a systematic examination in every school-room may show to be expedient. But until parents are stirred up to see into the matter themselves, but little can be expected in the way of reform.

METHOD OF TEACHING LITERATURE. Boston: Houghton, Mifflin & Co. Pamphlet.

Within twenty two pages we find excellent articles by Alfred S. Roe, of the Worcester, Mass., High School; J. W. MacDonald, of the Stoneham, Mass., High School; J. Freeman Hall, Superintendent, Leominster, Mass.; and Willard W. Grant, High School, Indianapolis, Ind. How best to teach literature is a question that is often asked us by teachers who wish to use our books. In order to answer this question, the publishers have obtained from a few of the most successful teachers of literature the following descriptions of their methods of instruction. They have a few copies left which they are willing to send, without charge, to teachers who are really interested in teaching literature.

FREE CITIES IN THE MIDDLE AGES. A paper read before the "Literary and Scientific Society" of Hamilton, O. By L. R. Klemm, Ph.D., Supt. of Public Schools.

This is an excellent translation and adaptation of a chapter in G. F. Kolb's "History of Culture," full of most valuable information for history students. We have no doubt Dr. Klemm will be glad to favor any persons with copies of his address who are interested enough to write him about it.

DOMESTIC HYGIENE AND SANITARY INFORMATION. By George Wilson, M.A., M.D. Edited with notes and additions by J. G. Richardson, M.D. Philadelphia: P. Blakiston, Son & Co.

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In the chapter on the Causes of Diseases he discusses heredity, consequences of unsuitable marriages, physio-

logical action of alcohol, tobacco and narcotics, errors in diet, careless feeding of infants, mental worry and overwork, late hours, errors in clothing, diseases induced by polluted air and water, and by unwholesome animal and vegetable foods. Under Food and Diet he discusses the nutritive properties of all the common articles of food and beverages, and the preparation of food. The chapter on Home and its Surroundings contains a great deal of information that is sadly needed in many homes—the sites of dwellings, how to prevent dampness of walls, drainage, ventilation, warming and lighting.

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MAGAZINES.

Cassell's Family Magazine for November is at hand with its usual variety of interesting stories, descriptive articles and poems. The frontispiece illustrates a poem, "A First Love Making," and Alice O'Hanlon's serial, "A Diamond in the Rough," opens the reading matter and works up towards an exciting close. It is an excellent number.

Canon Farrar has consented to write an article for the November number of *The Brooklyn Magazine* giving his views upon the question, "Has America need of a Westminster Abbey?" in continuance of the notable discussion of this topic printed in the October number of the same periodical, in which twenty distinguished Americans contributed their views.

Among the articles in *Lippincott's Magazine* for November, one likely to receive attention is "Queen Anne or Free Classic Architecture," by George C. Mason, Jr. Another article full of solid and interesting information is "The Peabody Museum of American Archaeology," by Ernest Ingersoll, assisted by Mr. F. W. Putnam, who has charge of the institution. "A North River Ferry," by F. N. Zabriskie; "Nos Pensions," unsigned; and "The Art of Reading," by Grace H. Pierce, are lighter but suggestive sketches; while "Van," by Captain Charles King, U.S.A., is an admirably painted study of animal life. The fiction includes the second and concluding part of "The Lady Lawyer's First Client," by Thomas Wharton; "A Random Shot," by C. W. Wilmerding; and "A Backwoods Romance," by S. H. Swett. There is the usual variety of poems, short papers, and editorial matter.

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